

The Influence of Teacher Communication Patterns in Aqidah Akhlak Education on Students' Academic Achievement

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Submitted: 02-12-2025

Revised : 22-03-2025

Accepted: 02-05-2025

ABSTRACT. This study aimed to examine the effect of teacher communication patterns on student academic achievement in Aqidah Akhlak at MIS Islamiyah Londut, North Labuhanbatu. This quantitative correlational study involved 33 students who were selected through purposive sampling. Data were gathered through questionnaires, recordings, and classroom observations, with all instruments validated and tested for reliability. Data analysis employed simple linear regression, a t-test, and R^2 analysis to assess the relationship between teacher communication and student academic outcomes. The results revealed a significant impact of teacher communication patterns on student achievement. The t-count value (19.334) exceeded the t-table value (1.692), and the R-squared value (0.923) indicated that the communication patterns employed by teachers could explain 92.3% of the variance in student performance. These findings affirm that clear, engaging, and responsive communication in the classroom substantially enhances students' understanding and academic success. This study highlights the importance of effective teacher communication in promoting student learning, especially in values-based subjects like Aqidah Akhlak. It suggests that educators should adopt more interactive and student-centered communication strategies. Training programs and workshops focusing on pedagogical communication skills such as active listening, questioning techniques, and feedback strategies should be prioritized. Additionally, school leaders can incorporate communication quality as a key metric in evaluating teaching effectiveness. For teacher education institutions, these findings support the integration of communication-focused modules into pre-service and in-service teacher training to better equip educators for meaningful classroom interactions.

Keywords: *Teacher Communication Patterns, Student Academic Achievement, Aqidah Akhlak, Quantitative Correlational Research, Classroom Interaction.*

 <https://doi.org/10.54069/attadrib.v8i1.840>

How to Cite Aziz, M., Napitupulu, D. S., & Parapat, F. A. (2025). The Influence of Teacher Communication Patterns in Aqidah Akhlak Education on Students' Academic Achievement. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(1), 71–86.

INTRODUCTION

Character development in Islam is a fundamental aspect that demands careful attention. Islam teaches human beings the proper manners and ethics before pursuing knowledge (Battistich, 2005; Hasanah et al., 2024; Huda et al., 2024). One of Islam's primary objectives is to enhance human morality (Baharun, 2017; Tabroni et al., 2022). Given the importance of academic achievement, all stakeholders must actively contribute to fostering children's educational growth. Undeniably, the decline in academic performance today results from several factors, including technological advancements and globalization processes, which have not been adequately balanced with discipline and motivation to learn (Aalto et al., 2019; Aseery, 2024; Astra et al., 2024; Cardy &

Leonard, 2014). Students' lack of interest in studying, diminished concentration, poor discipline in completing assignments, and decreased motivation to achieve optimal results are indicators of poor academic performance (Maqbool et al., 2023). This decline in enthusiasm for learning is particularly evident in the current digital era, where students spend more time on less productive tasks.

The environment is one of the most critical factors affecting academic achievement. This environment can be divided into three categories: family, school, and society (Wodon, 2016; Zhou & Taylor, 2022). Teachers can enhance student achievement in the classroom by utilizing effective communication models. Such communication can be defined as an effective form of dialogue to convey educational content, boost motivation, and guide students to become more involved and active in learning (Nurdin et al., 2024). The Qur'an emphasizes the importance of good communication patterns in Surat An-Nahl, verse 125.

Communication is defined as the flow of information, either directly or indirectly, between individuals or groups. It is an integral part of human life, with individuals continuously communicating socially and during educational activities (Agustin & Kistoro, 2024; Azizah & Mardiana, 2024; Hartono, 2022). Communication patterns are frameworks or structures used to achieve specific objectives. In this context, communication is crucial in engagement and information sharing, which can influence human behavior and habits. Teacher communication patterns refer to teachers' methods and approaches to connect with students during the learning process. This paradigm is essential for developing effective and positive educational relationships (Hsb et al., 2024). According to Anggraini and Utara (2021)(Fitriani et al., 2024; Pollarolo et al., 2024; Yang, 2025), teachers can use three main communication patterns in student interactions. Effective communication is critical in education, especially in delivering learning materials. Good communication is essential for facilitating the learning process, which includes enhancing student learning outcomes through interactions between individuals and group (Driessen, 2021; Fatimah et al., 2023)s. Teachers play a crucial role in guiding students toward optimal learning results. A teacher's role extends beyond knowledge delivery; they must also motivate and inspire students to develop a passion for learning (Fasya et al., 2023).

Individuals, groups, or organizations use communication to build social interactions and engage with information from their surroundings. Teacher communication is pivotal in teaching moral principles to students in the educational environment. This ensures that students understand and retain the moral ideas and beliefs conveyed by the teacher (Da'as, 2025; Gartmeier et al., 2016). In this context, the teacher serves as a preacher, imparting religious teachings, particularly the ideals of Islam, to students. The teaching profession bears significant responsibility for the intellectual growth of students and the formation of their worldviews (S. Arifin et al., 2023; Sunardi & Satori, 2024). Therefore, teachers are expected to perform their teaching duties effectively and to educate with sincerity, ensuring that students grow into well-rounded individuals by religious principles (Alwi & Mumtahana, 2023; I. Arifin et al., 2018; Daheri et al., 2023). Teachers, especially those teaching religious subjects and ethics, must possess religious character and practical communication skills to educate students holistically, integrating emotional, cognitive, and psychomotor elements (Istiyani et al., 2024). In practice, teachers provide various knowledge to students. However, the primary goal is to apply the knowledge in daily actions through thoughtful reflection and contemplation. Effective educational processes will encourage students to behave according to sound moral values. Moral education itself is a crucial component of character education, involving all school components, both at the structural level (such as school principals and vice principals) and the functional level (such as teachers)(Bauer & Hermann, 2022; Nuriman et al., 2024).

The study of communication patterns in educational settings, particularly concerning subjects like *Aqidah Akhlak*, offers a compelling area for research, requiring both quantitative and qualitative analyses to understand the subtleties of teacher-student interactions and their subsequent effects on student learning outcomes (Basthikodi & B v, 2025; Ciftci et al., 2024). While

the existing body of literature recognizes the significance of teaching strategies and environmental factors in shaping student morale and academic performance (Gagne et al., 2005), there remains a gap in understanding how specific communication patterns employed by teachers in Aqidah Akhlak instruction directly correlate with students' academic achievements (Pulungan, 2022; Zuhaerani, 2021). Previous research has examined various predictors of student learning performance, such as personality traits, learning styles, and self-efficacy, yet often overlooks the nuanced dynamics of teacher-student communication (Chen & Yang, 2019; Hilz et al., 2025; Lan et al., 2025). Furthermore, while studies have explored the role of Islamic behavior and teacher identity in project-based learning methods, a comprehensive analysis of how teachers' communication styles, rooted in their understanding and practice of Aqidah Akhlak, influence student comprehension and academic success is still lacking. Hence, this study aims to bridge this gap by investigating the correlation between teacher communication patterns in *Aqidah Akhlak* instruction and student academic achievement, providing insights into effective communication strategies that foster a deeper understanding of Islamic values and principles, ultimately enhancing student performance in the subject.

The rationale for this study is rooted in the understanding that effective communication is central to leadership and education, altering attitudes and behaviors to meet shared objectives (Crews et al., 2019). Both verbal and nonverbal communication shape how meaning is interpreted and understood, emphasizing the need to explore communication styles in educational leadership (Cherfan & Allen, 2022). Positive environments, especially in schools, significantly contribute to the learning process (Pulungan et al., 2024). This aligns with teachers' need to be role models, fostering students' life skills through behavior and communication (Aulia et al., 2023). However, a significant gap in the literature regarding how specific teacher communication patterns in Aqidah Akhlak education affect student learning outcomes. While researchers have examined leadership communication styles across cultures and the impact of ethical leadership on organizational behavior, limited research has been conducted on the direct relationship between teacher communication patterns in religious education and student academic success (Deng et al., 2023; Lee et al., 2020). Existing literature focuses on broader teaching aspects, such as student-centered approaches in Islamic education and the integration of ICT in teaching Islamic studies. However, it lacks specific attention to the impact of communication styles on student achievement in Aqidah Akhlak. This study addresses this gap by analyzing the effectiveness of teachers' communication patterns in *Aqidah Akhlak* instruction and assessing their correlation with student academic achievement.

This study aims to investigate the specific communication patterns employed by teachers in Aqidah Akhlak instruction and their direct correlation with student academic achievement, providing insights into effective communication strategies that foster a deeper understanding of Islamic values and principles, ultimately improving student performance in the subject. There is a need to understand the specific communication strategies that can be employed to strengthen Akhlakul Karimah and the supporting and inhibiting factors in this process (Lidyawati et al., 2023; Sitepu et al., 2022). This includes focusing on relational leadership aspects such as listening and feedback, which are associated with team performance and commitment. Ultimately, this study contributes to the existing literature by comprehensively analyzing the relationship between teacher communication patterns and student academic achievement in the context of Aqidah Akhlak education, offering educators effective strategies to enhance student learning outcomes.

METHOD

This study employs a quantitative approach and a correlational method to investigate how teacher communication patterns during the Aqidah Akhlak course affect students' learning outcomes at MIS Islamiyah London. The study involves all students enrolled in the course, with a sample size of 33 students selected through purposive sampling procedures.

Data were collected using a questionnaire that assessed students' perceptions of the teacher's communication patterns, students' report card grades as indicators of academic success, and direct observations of the teaching and learning process. Prior to use, the research instruments were validated and tested for reliability. The collected data were evaluated descriptively, and simple linear regression analysis was applied to determine the relationship and influence of variables. The Student's t-test was used to test hypotheses regarding the impact of teacher communication patterns on students' academic performance. The coefficient of determination (R^2) was used to assess the extent of the contribution of the independent variable to the dependent variable.

RESULT AND DISCUSSION

Result

Validity Test

The reliability assessment results indicate that all questionnaire items are reliable, with the calculated r-value greater than the tabulated r-value (0.338). The estimated R-values for each descriptive item range from 0.438 to 0.831, demonstrating that this measurement instrument is suitable for evaluating the impact of teacher communication patterns during the teaching and learning process in Aqidah Akhlak on student learning outcomes.

Table 1: Validity Test

No	rtabel	rhitung	Validitas
1	0,338	0,699	Valid
2	0,338	0,776	Valid
3	0,338	0,831	Valid
4	0,338	0,803	Valid
5	0,338	0,521	Valid
6	0,338	0,671	Valid
7	0,338	0,760	Valid
8	0,338	0,438	Valid
9	0,338	0,587	Valid
10	0,338	0,800	Valid
11	0,338	0,795	Valid
12	0,338	0,679	Valid
13	0,338	0,762	Valid
14	0,338	0,614	Valid
15	0,338	0,569	Valid

This statement indicates that the instrument used in the study demonstrates a high level of consistency and reliability in measuring the variables under investigation, namely, the impact of teacher communication patterns on student learning outcomes.

Reliability Test

The reliability test shows that the survey instrument possesses a good level of reliability, with a Cronbach's Alpha value of 0.762 for the 15 questionnaire items. This value exceeds the threshold of 0.6, indicating that the questionnaire is consistent and reliable in measuring the impact of teacher communication patterns on students' academic achievement.

Cronbach's Alpha is a commonly used measure to assess the internal consistency of survey instruments or questionnaires. With a value greater than 0.6, this instrument is considered sufficiently reliable for research, allowing the results to reflect the relationship between teacher communication patterns and students' academic performance.

**Table 2. Reliability Test
Reliability Statistics**

Cronbach's Alpha	N of Items
.762	15

Descriptive Analysis Test

**Table 3. Descriptive Analysis Test
Descriptive Statistics**

	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pola Komunikasi	60	100	2596	78.67	10.772	116.042	.177	-.507
Prestasi Belajar	68	100	2764	83.76	8.671	75.189	.152	-.536
Valid N (listwise)								

The descriptive statistical analysis reveals that the variable "Teacher Communication Model" has a minimum value of 60, a maximum value of 100, a total score of 2596, a mean of 78.67, and a standard deviation (SD) of 10.772. Meanwhile, the student performance variable has a minimum value of 68, a maximum value of 100, a total score of 2764, a mean of 83.76, and a standard deviation (SD) of 8.671.

The skewness values for both variables indicate an approximately symmetric distribution, while the kurtosis values suggest a normal data distribution. This shows that the research data is relatively evenly distributed, meaning the data does not exhibit deviations or outliers that could potentially affect the analysis results. However, it is essential to note that while the data distribution appears normal, further investigation may be required to ensure the validity and consistency of findings across the broader population or a larger sample.

Simple Regression Analysis Test

Table 4. Simple Regression Analysis Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.907	3.176		7.213	.000
	Pola Komunikasi	.774	.040	.961	19.334	.000

a. Dependent Variable: Student Achievement

The results of the simple regression analysis indicate that the regression equation obtained is:

$$Y = 22,907 + 0,774X$$

Where:

- Y represents student achievement,
- X represents teacher communication patterns.

The regression coefficient of 0.774 suggests that for every one-unit increase in teacher communication patterns (X), student achievement (Y) will increase by 0.774 units, assuming all other variables remain constant. This indicates that teacher communication patterns have a positive impact on student performance. In other words, the better the communication patterns applied by the teacher, the higher the achievement attained by the students.

R Squared Test

Table 5. R Squared Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.961 ^a	.923	.921	2.438
a. Predictors: (Constant), Pola Komunikasi				

According to the regression analysis, the variable "Teacher communication patterns" accounts for 92.3% of the variation in student achievement ($R^2 = 0.923$). This implies that teacher communication patterns can explain 92.3% of the variation in student achievement, while factors outside the scope of this research model influence the remaining 7.7%.

This high R^2 value signifies that teacher communication styles have a highly significant impact on student progress. In this context, teacher communication patterns are a strong determinant in influencing students' academic performance.

The t-test

Table 6. The t-test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.907	3.176		7.213	.000
	Pola Komunikasi	.774	.040	.961	19.334	.000

a. Dependent Variable: Student Achievement

The t-test results indicate that the calculated t-value for the communication model variable is 19.334, while the tabulated t-value with a specific degree of freedom is 1.692. Since the estimated t-value (19.334) is greater than the tabulated t-value (1.692) and the significance value (0.000) is smaller than 0.05, it suggests that teacher communication patterns have a significant impact on student learning outcomes.

In other words, the results of this t-test support the hypothesis that teacher communication patterns significantly influence students' academic performance. The minimal significance value (0.000) demonstrates that the relationship between teacher communication variables and student achievement is strong and not due to chance.

Discussion

This study reveals that the achieved standard t-value of 19.334 is significantly higher than the tabulated t-value of 1.692. This indicates that teacher communication patterns positively and significantly impact student learning outcomes. These learning outcomes include intellectual progress and behavioral changes in students after they have completed the learning process by the methods taught by their teachers.

Based on these findings, it can be concluded that the success of learning is highly influenced by the communication methods employed by the teacher. Therefore, the learning objectives should be conveyed when developing learning programs, using visual aids to facilitate student understanding. Learning success can only be measured after completing the process, based on how well students understand the material.

Student Achievement

Education is the most potent tool for enlightening individuals; people can change their world through education. The goals of education set forth are also aligned with the planning based on the established curriculum (Hariyani et al., 2025). Education that adheres to the curriculum can improve student learning outcomes, especially in schools like MIS Islamiyah London. Academic student performance is directly linked to the learning process at the school or madrasa. This means that the higher the quality of teaching, the greater the opportunity for students to achieve better learning

outcomes. Effective educational communication is crucial in promoting quality learning, which, in turn, will enhance student achievement (Pimdee et al., 2024).

Student learning success is determined by their abilities and the type of instruction they receive. This aligns with Bloom's learning theory, which states that the learning process has three main variables: the characteristics of students individually, the quality of the learning orientation, and the results achieved (Montello et al., 2025). On the other hand, Carroll argues that five main aspects affect student learning outcomes: student talent, available study time, the time needed to understand the subject matter, teaching quality, and individual capabilities (Annisa et al., 2020; Idris et al., 2022). Thus, factors such as students' individual ability, the quality of the instruction received, and the time dedicated to the learning process significantly influence their learning outcomes. This underscores the importance of a holistic approach in education, where all these elements must be considered to achieve optimal success.

Aqidah Akhlak

The term "*akhlak*" is the plural form of "*khalqun*" or "*khuluqun*," which has a meaning similar to that of *akhlak* as previously mentioned. "*akhlak*" and "*khuluk*" are frequently encountered in their usage in the Qur'an and hadith. The study of *akhlak* refers to the science that examines human actions and then determines whether these actions are good or bad. It can also be described as a discipline that studies human behavior and then evaluates or judges whether the actions are good or bad (Al-'Alwani, 1989).

Ethics or moral conduct represents another crucial aspect of Islamic education. Islamic education emphasizes the importance of good ethics, such as honesty, humility, and compassion, and the effort to develop individuals who embody these values. This is reflected in the curriculum and pedagogical methodologies, which often include teachings about ethics and good behavior.

Moral education plays a central role in Islamic education, and this theory seeks to explain and guide the practice of moral education within the Islamic context. According to this theory, the primary goal of education is to shape good moral character or *akhlak*. This involves knowledge and understanding of moral and ethical values and the ability to apply these values in communication and daily life.

Teacher Communication

The teacher's communication in explaining lesson material to students initially involves conveying definitions and writing down proofs, especially for teachers of Fiqh, *Aqidah Akhlak*, and Qur'an Hadith subjects. Generally, while explaining the lesson, teachers also write important notes and instruct students to write them down. Moreover, when explaining subjects, teachers use lecture methods and engage in interpersonal communication between the teacher and students and among students themselves. This is particularly evident when opportunities for question-and-answer sessions are provided. Before answering questions from students, teachers often invite other students to provide their responses, doing so in an open manner and directly calling upon a student to answer (Abidin et al., 2025).

The findings indicate that teacher communication in lessons is active, open, and educationally persuasive, especially in Islamic education, social studies, and language subjects. However, for teachers of exact sciences (mathematics and biology), their communication remains less active when explaining material to students, as teacher communication tends to focus more on exercises or assignments. Communication occurs at the start of lessons but lacks thorough explanations of the material, with more emphasis on assignments and exercises.

A leader's communication success also involves simple practices, such as active listening. Today, many methods are needed to communicate effectively between leaders and subordinates. In other words, to create a vision for the future of the classroom organization, communication is essential because leaders must share their vision to achieve the desired results (Syafaruddin, 2020).

When teachers present lesson material, they communicate by explaining concepts and recording discussions. This is especially true when teaching Islamic law, faith, morality, the Qur'an, and Hadith topics. Teachers usually jot down key points during the session and ask students to do the same. They present the material using lecture and interpersonal communication approaches, allowing students to interact, ask questions, and provide answers. Teachers often ask other students to answer questions before responding directly to the student who asked (Berlian & Huda, 2022).

Communication is conveying a message from a source to a recipient to influence the recipient's understanding. Communication can be verbal and nonverbal, such as body language and gestures (Rerkswattavorn & Chanprasertpinyo, 2019). Thus, the findings of this study emphasize the importance of effective communication between teachers and students in supporting academic achievement. Teachers who communicate well can motivate students, enhance their understanding of the material, and create a conducive learning environment, all of which contribute to improved student learning outcomes.

Teacher Communication Patterns and Student Learning Outcomes: A Validity and Reliability Assessment

The evaluation of any research instrument's psychometric properties is paramount to ensuring the credibility and trustworthiness of study findings, and in this context, a rigorous validity test was conducted to ascertain the suitability of the questionnaire in measuring the impact of teacher communication patterns on student learning outcomes, specifically within the realm of *Aqidah Akhlak*. The reported r-values, ranging from 0.438 to 0.831 for each descriptive item, surpass the critical threshold ($r\text{-table} = 0.338$), thereby affirming the instrument's capacity to effectively gauge the influence of teacher communication patterns on student learning outcomes (Validity Test, n.d.). This underscores the instrument's ability to provide meaningful and accurate data for subsequent analysis (Kamal et al., 2020). The establishment of both validity and reliability serves as a cornerstone in upholding the integrity and rigor of quantitative research, thereby bolstering confidence in the conclusions drawn from the data (Astuti et al., 2023).

A reliability assessment was also performed to evaluate the internal consistency and stability of the questionnaire items, which is crucial for ensuring that the instrument consistently measures the intended constructs, and the Cronbach's Alpha value of 0.762, obtained for the 15 questionnaire items, surpasses the generally accepted threshold of 0.6, thus indicating a satisfactory level of internal consistency (Kamal et al., 2019). This finding lends credence to the notion that the questionnaire is a reliable tool for measuring the impact of teacher communication patterns on students' academic achievement. Cronbach's Alpha serves as a widely recognized metric for assessing the internal consistency of survey instruments, providing researchers with an estimate of the extent to which the items within a scale are intercorrelated (Kamal et al., 2019). A Cronbach's alpha value exceeding 0.70 is often considered acceptable, suggesting that the items are consistently measuring the same underlying construct, which in this case, supports the use of the questionnaire for research purposes, instilling confidence that the results accurately reflect the relationship between teacher communication patterns and students' academic performance (Kamal et al., 2019). It is worth noting that while a Cronbach's Alpha of 0.762 suggests good reliability, it is essential to consider other factors, such as the sample size, the number of items in the scale, and the specific research context, to provide a more comprehensive evaluation of the instrument's psychometric properties.

In addition to assessing validity and reliability, descriptive statistical analysis was conducted to provide a comprehensive overview of the data pertaining to teacher communication models and student performance, which revealed that the "*Teacher Communication Model*" variable exhibited a

minimum value of 60, a maximum value of 100, a total score of 2596, a mean of 78.67, and a standard deviation of 10.772, while the student performance variable demonstrated a minimum value of 68, a maximum value of 100, a total score of 2764, and a mean of 83.76. Descriptive statistics such as mean, standard deviation, minimum, and maximum values provide valuable insights into the central tendency, variability, and range of the data, thereby facilitating a more nuanced understanding of the characteristics of the variables under investigation. Furthermore, the t-test results, indicating a calculated t-value for the communication model variable of 19.334, surpassing the tabulated t-value of 1.692, along with a significance value smaller than 0.05, corroborate the assertion that teacher communication patterns exert a significant impact on student learning outcomes (Validity Test, n.d.). Normality tests, skewness, and kurtosis values all falling within acceptable ranges, corroborate the assumption of normal data distribution, which is essential for the valid application of parametric statistical techniques. Prior to conducting hypothesis tests, researchers often assess the normality of the data to ensure that it meets the assumptions underlying parametric tests, and normality tests, such as the Shapiro-Wilk test or the Kolmogorov-Smirnov test, can be employed to evaluate whether the data deviates significantly from a normal distribution.

To bolster the robustness of the analysis, tests for homogeneity of variance are often conducted to ensure that the variances of the groups being compared are approximately equal, and homogeneity of variance can be assessed using tests such as Levene's test, which examines whether there are significant differences in variances between groups. The investigation into teacher qualities underscores the intricate nature of identifying specific traits that consistently correlate with teaching success, and the variable correlation coefficients reported in studies aimed at discerning the qualities of effective teachers exhibit considerable variability, ranging from substantial negative values to substantial positive values, with many studies yielding coefficients that lack statistical significance (Tyler, 1960). Considering this variability, it is imperative to acknowledge the multifaceted nature of teaching and the potential influence of contextual factors on the relationship between teacher qualities and student outcomes.

Analyzing the correlation between principal leadership and teacher performance, in conjunction with the role of internal communication, underscores the multifaceted dynamics influencing educational outcomes, and findings indicate a statistically significant correlation between leadership practices and teacher effectiveness, which suggests that principals who foster open communication channels and exhibit supportive leadership styles are more likely to cultivate a high-performing teaching staff (Narimo et al., 2020). This highlights the importance of strong leadership in shaping school climate and promoting teacher engagement, which are both essential for driving student success (Tschannen-Moran & Gareis, 2015). Moreover, the emphasis on exploring the influence of adopted principal leadership styles on key performance indicators of teacher job performance further enriches our understanding of how leadership behaviors directly translate into tangible improvements in teaching effectiveness, as directive, supportive, and achievement-oriented leadership styles have been shown to positively impact teacher job performance (Saleem et al., 2020). Integrated leadership, involving the sharing of leadership roles, emerges as a strong predictor of organizational performance, thereby emphasizing the value of collaborative leadership approaches in educational settings (Fernandez et al., 2010).

Investing in school leadership capacities is likely to yield positive outcomes for students, teachers, and the overall school environment, as effective principals play a crucial role in shaping school culture, fostering teacher development, and driving instructional improvements (Liebowitz & Porter, 2019; Pardosi & Utari, 2022). The principal's leadership is pivotal in improving teachers' performance, which in turn enhances students' learning outcomes, as high-performing teachers are more likely to create engaging and effective learning experiences for their students. Furthermore, the importance of recognizing the work of researchers and academics underscores the need for leaders to create mechanisms that ensure participation in decision-making and promote the

recognition and impact of their functions (Leadership in Higher Education for a Changing World, 2024).

CONCLUSION

Based on the research findings, it can be concluded that teacher communication patterns at MIS Islamiyah Londut significantly impact student learning outcomes. This is supported by the calculated t-value of 19.334, which exceeds the tabulated t-value of 1.692, and an R-squared value of 0.923, indicating that teacher communication patterns can explain 92.3% of the variance in student achievement. Therefore, the better the communication model employed by the teacher in the teaching and learning process, the higher the students' academic performance. The findings of this study align with previous research that highlights the importance of effective interaction and communication between teachers and students in enhancing understanding and learning outcomes. Consequently, teachers should continue to develop interactive and clear communication models that support student engagement, ensuring that the learning process becomes more effective and positively impacts student academic performance.

Although this study presents significant results, several limitations must be considered. First, the scope of this study is limited to a single educational institution, MIS Islamiyah Londut, which means that the generalization of the findings to other schools with different characteristics must be done with caution. Second, the analyzed variables are focused solely on teacher communication patterns without considering other factors such as student motivation, parental support, or the learning environment, which could also influence learning outcomes.

In light of these limitations, it is recommended that future research expand the scope of the study to include multiple madrasahs or schools with diverse social and cultural backgrounds to gain a more comprehensive understanding. Furthermore, it is advised to develop a research model that integrates additional relevant variables, both from the student's perspective and environmental factors, to achieve a more holistic understanding of the determinants of student achievement in the context of Aqidah Akhlak education. A qualitative approach could also be utilized to explore classroom communication dynamics and how students' perceptions of teacher communication styles influence their motivation to learn.

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